



June 2008

**DEPARTMENT OF EDUCATION**  
2007–2008 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State standards known as *Learning Results*, adopted by the Maine Legislature in 1997. These *Learning Results* established goals for what all students should know and be able to do at certain times in their school careers and are the basis for Grade Level/Span Expectations, which describe the assessment standards for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind Act*.

The 2007-2008 MEA summary reports contain the results of student achievement in reading and mathematics at all grades, science and technology at grades 4 and 8, and writing at grade 5 based on achievement standards set in 2006 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. The grade 5 writing reports provide information on a student's ability to respond to a prompt measuring narrative writing. More information about the design of the MEA is available at [www.maine.gov/education/mea/index.htm](http://www.maine.gov/education/mea/index.htm).

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the Maine Educational Assessment.

Sincerely,

Susan A. Gendron  
Commissioner of Education



## School Report Grade 7

Test Date: March 2008  
Code: 11751429  
SAU: Westbrook School Department  
School: Fred C Wescott School

### Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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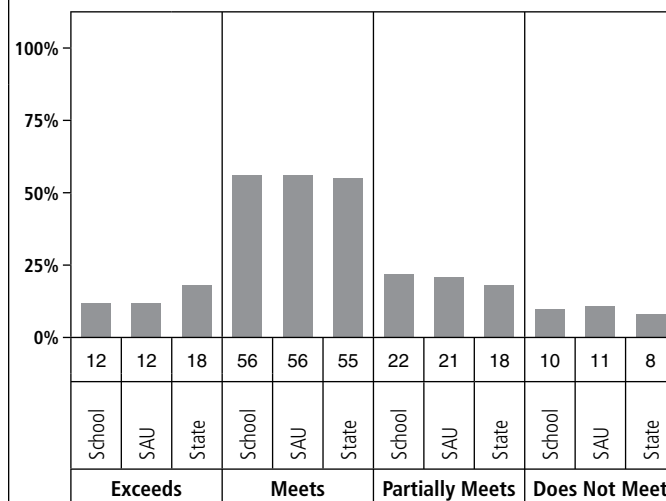
# SUMMARY OF SCORES

Test Date: March 2008  
Grade: 7  
SAU: Westbrook School Department  
School: Fred C Wescott School

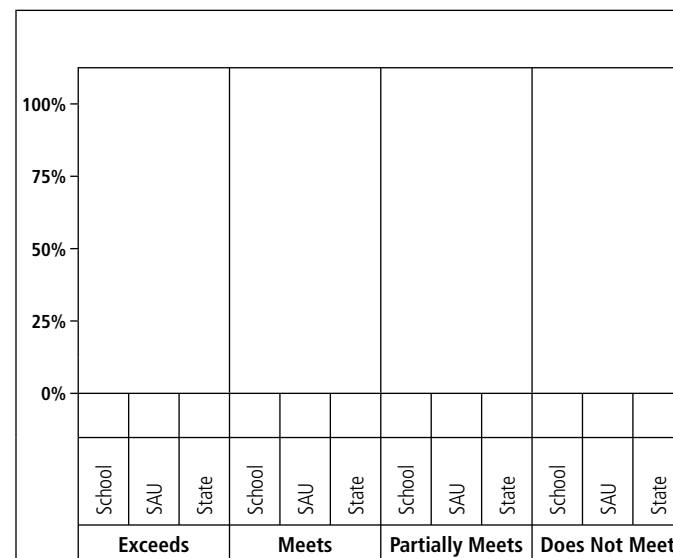
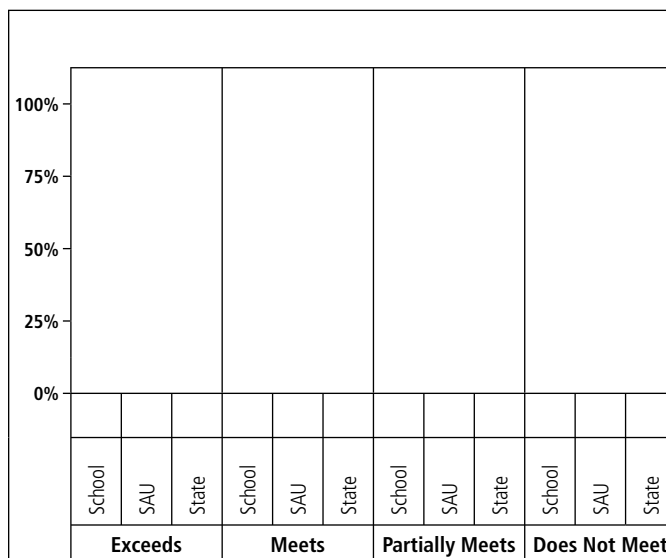
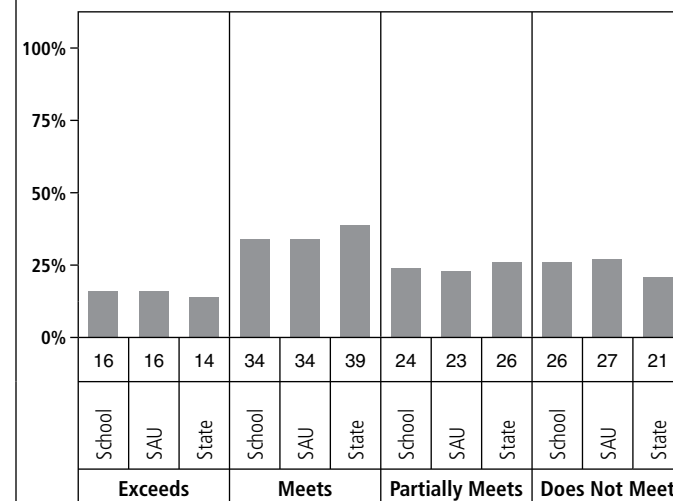
## Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
<b>ELA – Reading</b>			
2005–2006	741	741	745
2006–2007	746	746	748
<b>2007–2008</b>	<b>747</b>	<b>747</b>	<b>750</b>
Cum. Avg. *	744	745	748
<b>Mathematics</b>			
2005–2006	738	738	740
2006–2007	739	739	742
<b>2007–2008</b>	<b>742</b>	<b>742</b>	<b>743</b>
Cum. Avg. *	740	740	742

### ELA – READING



### MATHEMATICS



\*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

# SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2008  
Grade: 7  
SAU: Westbrook School Department  
School: Fred C Wescott School

CATEGORY OF PARTICIPATION	Enrollment <sup>1</sup> during testing window						CONTENT AREA PARTICIPATION <sup>2</sup>																							
							ELA-Reading						Mathematics																	
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	189	100	192	100	14818	100	188	99	190	99	14698	99	189	100	191	100	14694	99												
Ethnicity African American/Black	6	3	6	3	381	3	5	83	5	83	372	98	6	100	6	100	375	99												
American Indian or Native Alaskan	1	1	1	1	113	1	1	100	1	100	112	99	1	100	1	100	112	99												
Asian or Pacific Islander	4	2	4	2	219	1	4	100	4	100	213	97	4	100	4	100	217	99												
Hispanic	7	4	7	4	178	1	7	100	7	100	176	99	7	100	7	100	177	100												
Caucasian/White	171	90	174	91	13927	94	171	100	173	100	13825	99	171	100	173	100	13813	99												
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0												
Identified disability	29	15	32	17	2556	17	29	100	31	100	2508	99	29	100	31	100	2497	98												
Current LEP	3	2	3	2	363	2	2	67	2	67	352	97	3	100	3	100	360	99												
Economically disadvantaged	81	43	82	43	5461	37	80	99	81	99	5408	99	81	100	82	100	5406	99												
Migrant	0	0	0	0	1	0	0	0	0	0	1	100	0	0	0	0	1	100												

MODE OF PARTICIPATION <sup>3</sup>	ELA-Reading						Mathematics																	
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
<b>Participation without accommodations</b>	159	84	159	83	12195	82	159	84	159	83	12215	82												
Identified disability (PET/IEP)	7	4	7	4	418	3	7	4	7	4	421	3												
LEP	1	1	1	1	183	2	1	1	1	1	183	1												
504 plan	5	3	5	3	181	1	5	3	5	3	182	1												
<b>Participation with accommodations</b>	26	14	28	15	2320	16	27	14	29	15	2303	16												
Identified disability (PET/IEP)	19	73	21	75	1912	82	19	70	21	72	1900	83												
LEP	1	4	1	4	159	7	2	7	2	7	173	8												
504 plan	1	4	1	4	56	2	1	4	1	3	55	2												
Other	5	19	5	18	244	11	5	19	5	17	226	10												
<b>Participation through alternate assessment (PAAP)</b>	3	2	3	2	178	1	3	2	3	2	176	1												
Identified disability (PET/IEP)	3	100	3	100	178	100	3	100	3	100	176	100												
LEP	0	0	0	0	5	3	0	0	0	0	4	2												
504 plan	0	0	0	0	0	0	0	0	0	0	0	0												
<b>Approved non-participation in reading – 1st year LEP</b>	0	0	0	0	5	0																		
<b>Approved non-participation – special consideration</b>	0	0	1	1	27	0	0	0	1	1	28	0												
<b>Non-participation – other</b>	1	1	1	1	93	1	0	0	0	0	96	1												

1 Percents are the percentage of students enrolled in each participation category.

2 Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

3 Percents are the percentage of students in each content area by mode.

# ELA–READING RESULTS

Test Date: March 2008  
Grade: 7  
SAU: Westbrook School Department  
School: Fred C Wescott School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 761–780)	2005-2006	13	6	13	7	1769	11
	2006-2007	20	12	20	12	2630	18
	<b>2007-2008</b>	<b>23</b>	<b>12</b>	<b>23</b>	<b>12</b>	<b>2604</b>	<b>18</b>
	Cum. Total*	56	10	56	10	7003	16
<b>Meets the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (scaled score 741–760)	2005-2006	91	44	86	43	7521	49
	2006-2007	90	54	90	54	7605	51
	<b>2007-2008</b>	<b>103</b>	<b>56</b>	<b>104</b>	<b>56</b>	<b>8049</b>	<b>55</b>
	Cum. Total*	284	51	280	51	23175	52
<b>Partially Meets the Standards</b> – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (scaled score 729–740)	2005-2006	55	27	56	28	3773	24
	2006-2007	39	23	39	23	3000	20
	<b>2007-2008</b>	<b>40</b>	<b>22</b>	<b>40</b>	<b>21</b>	<b>2672</b>	<b>18</b>
	Cum. Total*	134	24	135	25	9445	21
<b>Does Not Meet the Standards</b> – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (scaled score 700–728)	2005-2006	46	22	43	22	2399	16
	2006-2007	17	10	17	10	1620	11
	<b>2007-2008</b>	<b>19</b>	<b>10</b>	<b>20</b>	<b>11</b>	<b>1190</b>	<b>8</b>
	Cum. Total*	82	15	80	15	5209	12

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
<b>Total Reading Cluster</b>	<b>56</b>	<b>100</b>	33.4	59.6	33.3	59.5	35.3	63.0
<b>Literary Text</b>	<b>28</b>	<b>50</b>	16.1	57.5	16.0	57.1	17.3	61.8
<b>Informational Text</b>	<b>28</b>	<b>50</b>	17.3	61.8	17.2	61.4	18.0	64.3

The Maine *Learning Results* reading cluster includes Content Standards A (Process of Reading), B (Literature and Culture), and D (Informational Texts). The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Passages include both long and short texts, selected from developmentally appropriate works. Items on the MEA measure Grade Level Expectations, based on Maine’s 1997 *Learning Results*, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.



# ELA-READING RESULTS

## (CONTINUED)

Test Date: March 2008  
 Grade: 7  
 SAU: Westbrook School Department  
 School: Fred C Wescott School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	185	23	12	103	56	40	22	19	10	747	187	12	56	21	11	747	14515	18	55	18	8	750
<b>Ethnicity</b>																						
African American/Black	5	0	0	2	40	0	0	3	60	728	5	0	40	0	60	728	365	10	49	19	22	742
American Indian or Native Alaskan	1										1						110	6	52	24	18	744
Asian or Pacific Islander	4										4						211	26	47	20	6	752
Hispanic	7	1	14	4	57	1	14	1	14	746	7	14	57	14	14	746	173	12	54	18	15	746
Caucasian/White	168	22	13	93	55	38	23	15	9	747	170	13	55	22	9	747	13656	18	56	18	8	750
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	26	0	0	3	12	8	31	15	58	725	28	0	14	29	57	725	2330	2	30	36	32	735
No	159	23	14	100	63	32	20	4	3	750	159	14	63	20	3	750	12185	21	60	15	4	753
<b>Current LEP</b>																						
Yes	2										2						342	8	46	22	24	741
No	183	23	13	102	56	40	22	18	10	747	185	12	56	22	10	747	14173	18	56	18	8	750
<b>Economically disadvantaged</b>																						
Yes	79	5	6	41	52	23	29	10	13	743	80	6	51	29	14	743	5299	9	51	26	14	745
No	106	18	17	62	58	17	16	9	8	749	107	17	59	16	8	749	9216	23	58	14	5	753
<b>Migrant</b>																						
Yes	0										0						1					
No	185	23	12	103	56	40	22	19	10	747	187	12	56	21	11	747	14514	18	55	18	8	750
<b>Gender</b>																						
Female	85	15	18	52	61	12	14	6	7	750	85	18	61	14	7	750	7084	24	55	15	6	752
Male	100	8	8	51	51	28	28	13	13	744	102	8	51	27	14	744	7431	12	56	21	11	747
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	0										0						946	6	47	34	12	743
No	185	23	12	103	56	40	22	19	10	747	187	12	56	21	11	747	13569	19	56	17	8	750
<b>Gifted/talented program</b>																						
Yes	5	2	40	2	40	1	20	0	0	757	5	40	40	20	0	757	574	61	38	1	0	765
No	180	21	12	101	56	39	22	19	11	746	182	12	56	21	11	746	13941	16	56	19	9	749

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# ELA–READING RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2008  
 Grade: 7  
 SAU: Westbrook School Department  
 School: Fred C Wescott School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	9	0	0	2	13	7	44	7	44	728	9	0	13	44	44	728	6	9	42	24	25	741
B. less than one hour	37	7	10	38	55	18	26	6	9	747	37	10	56	26	9	747	50	17	56	19	8	750
C. one to two hours	49	15	16	56	62	15	16	5	5	750	49	16	62	16	5	750	40	20	58	16	6	752
D. more than two hours	5	1	11	7	78	0	0	1	11	746	5	10	70	0	20	743	4	19	49	21	11	749
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?</b>																						
A. The questions on the test match what I have learned in reading class.	39	11	15	46	65	12	17	2	3	752	39	15	64	17	4	751	36	24	58	14	5	753
B. They match some of what I have learned.	47	12	14	42	49	18	21	14	16	745	46	14	49	21	16	745	50	16	58	19	8	749
C. They match just a little of what I have learned.	11	0	0	12	57	6	29	3	14	741	12	0	59	27	14	742	11	13	45	26	16	745
D. There is no match.	3	0	0	3	50	3	50	0	0	742	3	0	50	50	0	742	3	4	35	29	31	737
<b>Which of the following best describes how you rate yourself as a student in reading?</b>																						
A. very good	36	18	27	38	58	7	11	3	5	754	35	27	58	11	5	754	28	35	52	9	5	756
B. good	45	5	6	48	58	22	27	8	10	746	45	6	58	26	10	746	52	15	60	18	7	750
C. fair	17	0	0	16	50	11	34	5	16	737	18	0	48	33	18	736	18	3	49	33	15	742
D. poor	2	0	0	0	0	0	0	3	100	716	2	0	0	0	100	716	2	2	41	28	29	738
<b>How difficult was the reading part of this test?</b>																						
A. harder than my regular schoolwork	13	2	8	12	50	4	17	6	25	740	13	8	50	17	25	740	16	13	48	23	16	745
B. about the same as my regular schoolwork	71	18	14	74	58	25	20	10	8	749	71	14	58	19	9	748	65	18	57	18	7	750
C. easier than my regular schoolwork	16	3	11	14	50	8	29	3	11	745	15	11	50	29	11	745	19	21	57	16	6	752
<b>How difficult were the reading passages on this test?</b>																						
A. Most of the passages were more difficult than what I normally read.	12	0	0	9	43	7	33	5	24	736	11	0	43	33	24	736	9	5	38	29	28	738
B. Most of the passages were about the same as what I normally read.	51	11	12	51	55	22	24	9	10	745	51	12	55	23	10	745	55	14	57	22	7	748
C. Most of the passages were easier than what I normally read.	37	12	18	41	61	9	13	5	7	752	37	18	60	13	9	752	36	28	58	10	4	755
<b>How hard did you try on the reading part of this test?</b>																						
A. I tried harder on this test than I do on my regular schoolwork.	46	10	12	47	57	17	21	8	10	747	46	12	57	21	10	747	44	18	56	18	8	750
B. I tried about the same as I do on my regular schoolwork.	48	13	15	50	58	17	20	6	7	748	48	15	58	20	7	748	51	19	56	17	7	751
C. I did not try as hard on this test as I do on my regular schoolwork.	6	0	0	4	40	3	30	3	30	735	6	0	45	27	27	736	5	9	46	26	19	743
<b>How much time do you spend reading at home each day?</b>																						
A. more than one hour	17	5	16	18	58	2	6	6	19	747	17	16	58	6	19	747	17	25	57	13	6	753
B. 20 minutes to an hour	35	12	19	38	59	9	14	5	8	750	34	19	59	14	8	750	45	22	56	16	6	752
C. less than 20 minutes	18	4	12	16	48	10	30	3	9	745	18	12	47	29	12	744	13	14	56	21	9	748
D. I rarely read at home.	31	2	4	31	54	19	33	5	9	744	31	3	55	33	9	744	24	8	53	26	13	745
<b>Optional school/SAU question</b>																						
A.	33	0	0	0	0	0	0	2	100	718	29	0	0	0	100	718						
B.	0										14	0	0	0	100	708						
C.	33	0	0	0	0	0	0	2	100	704	29	0	0	0	100	704						
D.	33	0	0	0	0	0	0	2	100	717	29	0	0	0	100	717						

# MATHEMATICS RESULTS

Test Date: March 2008  
Grade: 7  
SAU: Westbrook School Department  
School: Fred C Wescott School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (scaled score 761–780)	2005-2006	15	7	15	8	1646	11
	2006-2007	17	10	17	10	2142	14
	<b>2007-2008</b>	<b>30</b>	<b>16</b>	<b>30</b>	<b>16</b>	<b>2028</b>	<b>14</b>
	Cum. Total*	62	11	62	11	5816	13
<b>Meets the Standards</b> – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (scaled score 741–760)	2005-2006	74	36	69	35	5497	36
	2006-2007	51	31	51	31	5642	38
	<b>2007-2008</b>	<b>64</b>	<b>34</b>	<b>64</b>	<b>34</b>	<b>5703</b>	<b>39</b>
	Cum. Total*	189	34	184	33	16842	38
<b>Partially Meets the Standards</b> – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (scaled score 727–740)	2005-2006	67	33	66	34	4514	29
	2006-2007	56	34	56	34	4077	27
	<b>2007-2008</b>	<b>44</b>	<b>24</b>	<b>44</b>	<b>23</b>	<b>3733</b>	<b>26</b>
	Cum. Total*	167	30	166	30	12324	27
<b>Does Not Meet the Standards</b> – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (scaled score 700–726)	2005-2006	48	24	47	24	3797	25
	2006-2007	41	25	41	25	3001	20
	<b>2007-2008</b>	<b>48</b>	<b>26</b>	<b>50</b>	<b>27</b>	<b>3054</b>	<b>21</b>
	Cum. Total*	137	25	138	25	9852	22

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Cluster 1: Numbers and Operations	16	29	8.7	54.4	8.7	54.4	8.8	55.0
Cluster 2: Shape and Size	14	25	5.4	38.6	5.4	38.6	5.5	39.3
Cluster 3: Mathematical Decision Making	8	14	3.1	38.8	3.1	38.8	3.5	43.8
Cluster 4: Patterns	18	32	8.1	45.0	8.1	45.0	7.9	43.9

- Cluster 1: Numbers and Operations**  
 A. Numbers and Number Sense  
 B. Computation  
 I. Discrete Mathematics (grades 3 and 4 only)
- Cluster 2: Shape and Size**  
 E. Geometry  
 F. Measurement
- Cluster 3: Mathematical Decision Making**  
 C. Data Analysis and Statistics  
 D. Probability
- Cluster 4: Patterns**  
 G. Patterns, Relations, and Functions  
 H. Algebra Concepts  
 K. Mathematical Communication

Each content standard in the clusters above is defined in Maine’s 1997 *Learning Results*, which are the basis for Grade Level Expectations. Each item on the MEA measures a grade level expectation, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

# MATHEMATICS RESULTS

## (CONTINUED)

Test Date: March 2008  
 Grade: 7  
 SAU: Westbrook School Department  
 School: Fred C Wescott School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	186	30	16	64	34	44	24	48	26	742	188	16	34	23	27	742	14518	14	39	26	21	743
<b>Ethnicity</b>																						
African American/Black	6	0	0	1	17	2	33	3	50	725	6	0	17	33	50	725	372	5	24	25	45	731
American Indian or Native Alaskan	1										1						110	5	30	36	29	736
Asian or Pacific Islander	4										4						216	25	34	23	18	748
Hispanic	7	1	14	2	29	2	29	2	29	744	7	14	29	29	29	744	175	9	32	30	29	737
Caucasian/White	168	27	16	61	36	37	22	43	26	742	170	16	36	22	26	742	13645	14	40	26	20	743
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	26	0	0	3	12	3	12	20	77	722	28	0	11	11	79	721	2321	2	16	26	55	727
No	160	30	19	61	38	41	26	28	18	745	160	19	38	26	18	745	12197	16	44	26	15	746
<b>Current LEP</b>																						
Yes	3										3						356	7	23	24	45	731
No	183	30	16	62	34	43	23	48	26	742	185	16	34	23	27	742	14162	14	40	26	20	743
<b>Economically disadvantaged</b>																						
Yes	80	8	10	21	26	21	26	30	38	736	81	10	26	26	38	736	5301	5	31	31	33	736
No	106	22	21	43	41	23	22	18	17	746	107	21	40	21	18	746	9217	19	44	23	14	747
<b>Migrant</b>																						
Yes	0										0						1					
No	186	30	16	64	34	44	24	48	26	742	188	16	34	23	27	742	14517	14	39	26	21	743
<b>Gender</b>																						
Female	85	11	13	33	39	20	24	21	25	743	85	13	39	24	25	743	7086	14	40	26	20	743
Male	101	19	19	31	31	24	24	27	27	742	103	18	30	23	28	741	7432	14	38	25	22	743
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	0										0						946	4	23	36	37	733
No	186	30	16	64	34	44	24	48	26	742	188	16	34	23	27	742	13572	15	40	25	20	743
<b>Gifted/talented program</b>																						
Yes	5	2	40	3	60	0	0	0	0	762	5	40	60	0	0	762	575	64	31	3	1	765
No	181	28	15	61	34	44	24	48	27	742	183	15	33	24	27	741	13943	12	40	27	22	742

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number



# MATHEMATICS RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2008  
Grade: 7  
SAU: Westbrook School Department  
School: Fred C Wescott School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	9	0	0	3	19	1	6	12	75	720	9	0	19	6	75	720	6	7	29	26	37	734
B. less than one hour	37	10	14	29	42	16	23	14	20	744	37	14	41	23	21	744	50	13	39	26	22	742
C. one to two hours	49	19	21	27	29	26	28	20	22	744	49	21	29	28	22	744	40	15	42	26	17	744
D. more than two hours	5	1	11	5	56	1	11	2	22	747	5	10	50	10	30	743	4	16	37	23	24	742
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?</b>																						
A. The questions on the test match what I have learned in mathematics class.	36	22	33	14	21	16	24	15	22	748	36	33	21	24	22	748	32	21	40	23	16	747
B. They match some of what I have learned.	49	6	7	43	48	20	22	21	23	740	49	7	47	22	24	739	50	12	42	27	19	743
C. They match just a little of what I have learned.	14	2	8	5	19	8	31	11	42	736	14	7	19	30	44	736	15	7	32	31	30	737
D. There is no match.	1	0	0	2	100	0	0	0	0	747	1	0	100	0	0	747	3	4	17	21	58	726
<b>Which of the following best describes how you rate yourself as a student in mathematics?</b>																						
A. very good	32	20	34	21	36	8	14	10	17	751	32	34	36	14	17	751	25	34	42	13	11	753
B. good	43	9	11	33	41	21	26	17	21	742	43	11	41	26	21	742	47	10	45	27	18	743
C. fair	22	1	2	9	22	14	34	17	41	732	22	2	21	33	43	731	23	3	30	36	32	735
D. poor	3	0	0	1	20	1	20	3	60	726	3	0	17	17	67	726	5	1	17	32	49	729
<b>How difficult was the mathematics part of this test?</b>																						
A. harder than my regular schoolwork	34	1	2	24	39	17	28	19	31	736	33	2	39	28	31	736	36	6	38	29	27	738
B. about the same as my regular schoolwork	48	9	10	33	38	24	28	21	24	741	48	10	38	27	25	741	53	13	42	27	18	744
C. easier than my regular schoolwork	19	20	59	6	18	2	6	6	18	758	19	57	17	6	20	756	11	40	32	15	13	753
<b>How hard did you try on the mathematics part of this test?</b>																						
A. I tried harder on this test than I do on my regular schoolwork.	40	8	11	23	32	22	30	20	27	740	40	11	31	30	28	740	46	12	40	27	21	742
B. I tried about the same as I do on my regular schoolwork.	51	20	22	34	37	17	18	22	24	745	51	22	37	18	24	745	49	16	40	25	19	744
C. I did not try as hard on this test as I do on my regular schoolwork.	9	2	13	5	31	5	31	4	25	739	9	12	29	29	29	738	5	10	27	27	36	736
<b>How often do you use laptops in mathematics class?</b>																						
A. almost every day	7	0	0	0	0	2	17	10	83	716	6	0	0	17	83	716	9	15	37	25	23	742
B. two or three days a week	16	2	7	16	55	4	14	7	24	742	16	7	55	14	24	742	20	13	41	26	20	743
C. two or three times each month	44	14	18	26	33	26	33	14	18	744	44	17	32	32	19	744	30	15	40	27	18	744
D. never or almost never	34	14	23	21	34	11	18	16	26	745	34	22	33	17	27	744	41	13	39	26	23	742
<b>How often do you use calculators in mathematics class?</b>																						
A. almost every day	14	3	12	8	31	5	19	10	38	737	14	12	31	19	38	737	20	17	39	23	22	744
B. two or three days a week	32	12	20	20	33	12	20	16	27	742	32	20	33	20	28	742	29	16	40	25	19	744
C. two or three times a month	34	9	14	22	35	19	30	13	21	744	34	14	34	30	22	744	26	13	40	28	20	743
D. never or almost never	20	6	16	14	38	8	22	9	24	742	20	16	38	22	24	742	24	10	39	27	24	740
<b>On average, how many minutes a day do you spend working on mathematics in class?</b>																						
A. less than 30 minutes	10	1	6	6	33	2	11	9	50	731	10	6	33	11	50	731	8	7	32	26	35	736
B. 30–45 minutes	52	18	19	26	27	26	27	25	26	742	51	19	27	27	26	742	41	12	38	27	23	741
C. 45–60 minutes	34	8	13	30	48	14	22	11	17	744	35	12	46	22	20	743	41	17	42	24	16	745
D. more than 60 minutes	4	3	43	0	0	1	14	3	43	747	4	43	0	14	43	747	10	15	38	25	22	743
<b>Optional school/SAU question</b>																						
A.	33	0	0	0	0	1	50	1	50	718	29	0	0	50	50	718						
B.	0										14	0	0	0	100	708						
C.	33	0	0	0	0	0	0	2	100	700	29	0	0	0	100	700						
D.	33	0	0	0	0	0	0	2	100	700	29	0	0	0	100	700						